**K-5 Math Lesson Plan**

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| **Teacher: Donnell** | | | | **Grade: K** | | | | **Date(s)**: |
| **Unit Title:**  **Unit 1 - Count Numbers 0-30** | | | | | **Corresponding Unit Task: Corresponding Unit Task: (Taught prior to Performance Task 1): Students should be able to rote count to 25.** | | | |
| **Essential Question(s):**  **What does a number represent?**  **Why do we use numerals?**  **How are numbers arranged?** | | | | | | | | |
| **Materials/Resources** | | | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Day 1**  vocabulary card- **coun**t (C&I)  pencils  **Websites:**  [**https://admin.jackhartmann.com/audio\_popup/movin-2-math.html**](https://admin.jackhartmann.com/audio_popup/movin-2-math.html)  or Movin’ 2 Math – cd Track 3 | | **Student:**  **Day 1**  vocabulary card- **coun**t (C&I)  Waterfall or Flip books (1 per child) math journal domino mats  Dominos  /<http://mathwire.com/numbersense/dominoes.html> | | | | **Picture vocabulary card:**  **Count (**to recite numerals in order) | | |
| **Learning Experience** | | | | | | | | |
| **and the child will slide 3 counters under their left hand 8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: - K.CC.2** Count forward beginning from a given number within the known sequence (Instead of having begin at 1)   |  |  | | --- | --- | |  | Correlates to NCSCOS Math Objective 1.01a) | |  |  | | | | | | | | |
| **I Can Statement(s):**  *.*  *I can count to 20 beginning at any number.*   |  | | --- | |  | | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  The teacher will begin the lesson by reviewing the strategy “count on’.  **Count On to 10**- Students will play a game similar to Simon says using movement (hop, stomps, or run in place) while counting. Instead of saying “Simon says clap your hands’, have the children perform an action a given number of times while counting on to 10, (i.e.: “Simon says”, start at 3 and count on to 10 while jumping like a frog.) | | | | | | | |
| **Teacher Directed:**   * Remind students that **count** meanstorecite numerals in order.The teacher will ask “Who can give me an example of “counting on”? Using student responses, the teacher will make an anchor chartrepresenting the word. Tell students thattoday they will review counting forward, beginning at any number other than 1. Remind students that when they “count on” it’s important to: keep that first number in their head and to continue counting forward instead of starting over at 1. This strategy is used with addition, subtraction, and solving word problem. Ask: What do you need to know about counting before you can use this strategy? * Model the strategy by using a stop sign. Tell students what number to start counting on (Hold the sign down to start counting 6, 7, 8, 9, 10) and hold the sign up to stop counting on a designated number (continue by starting and stopping on numbers up to 20.)   **Introduce the activit*y “Counting on Bears***”  The teacher will show students (1) 18 compartment egg carton. Ask students: How can we use an egg carton to practice counting on? Give students time to share responses. Explain directions. Have a student place 1 bear counter inside the carton numbered from 1-18 and close the lid. Shake the carton 1-2 times. Open the carton to see what compartment the bear landed in. Model counting forward from the compartment the bear landed in to the remaining compartments in the egg carton or stopping at a specific number. (i.e.: shake carton, bear lands in compartment 6, count “6, 7, 8, 9, 10 …12 or count on to 18) Ask the following questions: What strategy did we use? *If the bear lands on 8, what numbers would you say to get to 18?* If I start counting at 2, what numbers would I say to get to 14? Is there any other way you could count on? | | | | | | | |
| **Guided Practice:** Have students turn to their shoulder buddy and discuss ways they can demonstrate the strategy in the classroom. Have partners share with the group. What does counting on remind you of? The teacher will give partners (1) 18 compartment egg carton. Explain to students that they will use the carton to practice the strategy “count on”. Students will put 1 bear counter inside the carton numbered from 1-18 and close the lid. Students will shake the carton 1-2 times. Open the carton to see what compartment the bear landed in. Count forward from the compartment the bear landed in to the remaining compartments in the egg carton or allow partners to decide where they will stop counting? Monitor students and assist those that may need extra practice. Ask questions such as: What strategy are you using? Do you agree or disagree with the way your partner is counting? If *the bear lands on 8, what numbers would you say to get to 18?* If I start counting at 2, what numbers would I say to get to 14? Continue to have students explain how to count on. What does counting on remind you of? *What numbers were confusing or did you skip?* | | | | | | | |
| **Independent Practice:**   * Make a waterfall book to show counting on skills to practice the strategy. * Play “Counting on Bears" * Create a game using the strategy. Have students choose their own manipulatives for counting exploration. | | | | | | | |
| **Closing/Summarizing Strategy:**  *Today we practiced the strategy “counting on”. What does it mean to” count on”? How can you use the strategy when you count?* | | | | | | | |
| **Differentiation Strategies** | | | | | | | | |
| **Extension** | | | **Intervention** | | | | **Language Development** | |
| * Make additional hands on activities * Use number flashcards to practice counting on (thevirtualvine.com) | | | * Small group/ one-on-one instruction for level 1 and 2 students. * Advanced children will use hundreds boards to count beyond 30. | | | | * Focus on counting fluency * Read a counting story to students/discuss | |
| **Assessment(s):**  Sit with a student. Ask the student to practice counting forward 0-20, starting at any given number. Create a checklist to record answers. | | | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | | | |